

25MP12

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Name :

Reg. No :

FIRST SEMESTER M.P.E.S. DEGREE EXAMINATION, NOVEMBER 2025
CC25PSPEMIC1902 – MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

(2025 Admission – Regular)

Time: 3.00 Hours

Maximum: 75 Marks

Credit : 4

Part A

Answer any *three* questions. Each question carries 15 marks.

1. Justify the historical development of measurement and evaluation in physical education. Highlight major contributors and milestones.
2. Explain the relationship between evaluation and the instructional process. How does information gathering support decision-making?
3. Describe different tools and techniques of evaluation and discuss recent innovations in educational evaluation.
4. Detail the criteria for selecting a test—Validity, Reliability, Objectivity, Norms, Administrative Feasibility, and Educational Application.
5. Outline the procedure for administering tests, including advance preparation, during testing, and post-testing duties.
6. Elaborate Cooper's Test, Tuttle Pulse Ratio Test, and Harvard Step Test. Compare their procedures and applications.

(3 × 15 = 45 Marks)

Part B

Answer any *four* questions. Each question carries 5 mark.

7. List down the general principles of evaluation and elaborate on how evaluation contributes to the instructional process.
8. Explain the concept of Accountability in relation to an evaluation programme.
9. Define Anthropometric measurements and explain the procedure for measuring any four of the listed girth measurements (upper arm, forearm, calf, chest).
10. Describe the differences and similarities between the Fleishman Test and the AAHPER Health related physical fitness test.
11. Discuss the concept of Somatotypes and briefly explain the Heath and Carter Somatotype method.
12. Outline the procedure for conducting the McDonald soccer test and the Dyer Tennis Test.

(4 × 5 = 20 Marks)

Part C (Short notes)

Answer any *five* questions. Each question carries 2 marks.

13. Which test is used to assess general motor ability of women?
14. Brief the significance of Reliability in a good test.
15. Name two tests for measuring Badminton skills.
16. How is evaluation linked to decision making in the instructional process?
17. List any two purposes of Grading and Rating Scales.
18. Write down the key points to be considered during the Advance preparation phase of administering a test.
19. Name any two tools and techniques of evaluation.
20. Give one example each of a Cognitive and an Affective test.

(5 × 2 = 10 Marks)
